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# CAMPING MAGAZINE



## FEATURING

- This Is Camping . . . . . Emily H. Welch  
What About Winter Camping? . . . Lois Goodrich  
Counselor Training and Placement . . H. Margaret Lea  
Campers Serve Their Country . . . Mary G. Hamilton  
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It's Never the Right Time of Year . . Alan MacDonald  
Hot-Spots in Camping . . . . . Richard F. Thomas  
Money-Saving Ideas . . . . . David S. Keiser



## *Convention Issue*

VOLUME XIV

NUMBER I

OFFICIAL JOURNAL OF THE  
AMERICAN CAMPING ASSOCIATION, INC.

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By

Lois Goodrich

Life Girls' Camps



## What About Winter Camping?

WITH winter spreading her blankets and lacework over the hills and lakes of so many inviting but closed campsites, we cannot but ask ourselves if we are using our camps and equipment to the fullest measure. Buildings and equipment so painstakingly acquired, so carefully chosen, lying idle at almost the same rate of depreciation as if they were in use, offer a challenge to all camp directors. Problems not yet worked out, difficulties not yet experienced push the challenge back into the field of the unknown—and there it remains.

What would be the cost? What camp facilities must be kept in use through the winter? How much staff is required? How would campers be transported? How many should be taken at once? On what basis should they be selected? What would they do while at camp? What records should be kept of the trips? And finally, what values are to be gained?

Let us look at some suggested answers to these foreboding questions which make us afraid to take

the initial steps in winter camping. Then let us examine measurable values to be gained that we may be able to act in the light of the total result.

*What camp facilities must be kept in use through the winter?*

One of the camp buildings can be used for winter living. A camp which uses cabins for summer housing might make use of one cabin—made tight for the winter. One end of a recreation hall partitioned by a temporary arrangement, the same arrangement for one end of the dining hall, a part of the administration building, the craft shop, or the camp kitchen have all been used successfully for sleeping and eating by a winter group. These places have been heated by one or a combination of two of the following: wood fire places, coal stoves and kerosene heaters. Cooking can be done outdoors in fall and spring and inside on wood, coal, or kerosene stoves and about fireplaces during the winter.

If kapok bed rolls are used for trips in the summer, they can be used with only one wool blanket each, and the help of a fireplace or kerosene stove throughout the night in zero weather. If they are not used, wool blankets alone can suffice. Usually the cooking equipment used for trips in the summer is suitable for winter week-ends either indoors or outdoors.

*How many campers should be taken on one trip? How selected? How much staff required?*

Groups of eight campers a trip have proved ideal, though a few more can be added if the physical set-up permits. The value of the trip, however, will be greatly endangered if more than 12 or 14 go. These campers may be from one organization or neighborhood if the camp is an institutional one, from one city or school or locality if a private camp; but the most successful plan seems to be a re-union in so far as possible on each winter trip of the campers of the summer cabin or tent group.

One reliable counselor may be sufficient staff for the winter if other members of the staff live near enough to volunteer their help. Two adults always should be on each trip. It has been found that counselors themselves are eager to return to camp for winter week-ends, especially if they can do so with their own summer group of campers. The enhancing values to campers of this counselor-camper re-union goes without saying. If this kind of volunteer help is not available, a part-time person to assist the staff of one can be employed just for week-ends; this may be a mature camper-leader, though a counselor from the summer camp is to be preferred. The regular staff person is responsible for planning trips, menus, food purchasing, transportation problems, writing campers and counselors, keeping records, looking after the physical plant at camp (a care-taker may or may not be kept permanently at the camp), and going on each trip unless two staff members should volunteer for the same trip.

*What would be the cost?*

Transportation and its cost are dependent of course upon distance, means, and size of groups taken to camp. If small groups are taken, the camp station wagon might be used, small buses may be owned or chartered, of the regular buses or trains used with the help of group tickets or other available special rates.

Meal costs vary with different age groups and are dependent also upon whether the staples and canned foods are bought wholesale for the entire season

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or purchased each trip at some local store. With planning, they may be included in the large summer order; winter trips are also often able to use some articles which may have been left from a regular summer purchase. Winter trips run from 15c to 20c per person per meal except in cases where some special event is celebrated: Thanksgiving turkey, eac.





(Present rise in food costs makes this figure only temporary).

Other costs involved are fuel, insurance, and salary for at least one staff member. These three items will need to be figured out by each individual camp director. The first two will vary according to the individual camp. Liability insurance carried in the summer can probably be extended for the winter season and regular insurance carried on buildings for fire or other damage are usually kept throughout the year anyway.

#### *What records should be kept of the trip?*

Records may be kept of each trip and a summary made of them for the entire year. Essential information on each trip can be kept on a mimeographed form sheet. This should include an itemized financial statement of food and transportation:—number of people on trip, total cost of food, number of meals served, cost per person per meal, means of transportation and total cost of transportation, total cost of trip, cost per camper per trip, activities while here, and summary remarks. Of course this sheet can be broken up into more detailed information to fill the needs and wishes of each camp. These sheets can be filed and a summary at the end of the year made from them giving total number of trips, total number of campers on trips, per cent of last summer's campers on winter trips, average number on each trip, average cost per person per meal, average cost per camper per trip, average cost of a trip, and total cost for the year.

If individual case records of the campers are kept during the summer, these should be reviewed just before each trip and observations on each child recorded after the trip. Sometimes these week-end observations add greatly to the understanding of the camper and help in his adjustment or growth the next summer.

#### *What would campers do on winter trips?*

The campers, of course, will prepare the meals with the help and advice of a counselor. They will be able to make for themselves a chart of tasks involved, such as cooking, dish-washing, fire-tending, waiting table, etc. and divide these among themselves in such a way as to give everybody opportunity for each experience.

Meals should be simple—except for special occasions such as Thanksgiving—when the planning, preparation, and eating of the meal is the main event of the trip. The winter days are so short and the evenings long that two meals a day instead of three, with apples, pop-corn, milk, etc. around the evening fire have been preferred by many. This leaves more of the day for the many varied experiences which the seasons offer: playing in the leaves in the fall, hiking, bicycling, riding horseback, donkey riding, gathering nuts, kodaking, cooking—outside or indoors, crafts

of all kinds, visiting favorite spots around camp, and observing nature in the different seasons, becoming familiar with winter constellations, building or making some big project around camp, skiing, sleigh-riding, tobogganing, sledding, ice-skating, ice-boating or taking part in sawing and storing ice for summer use, observing tracks in the snow, fishing through the ice, preparing and planting summer gardens, transplanting trees or shrubs, setting a hen for summer chickens, and of course singing and enjoying indoor stories, games, discussions, etc. around the evening fire.

During Christmas vacation last winter a group of older girls were taken to camp where they took part in the butchering of a hog. They helped to scald, scrape and cut up the hog. They ground the sausage and rendered the lard, and with their own knives transformed the hog into shoulders, hams, backbone, spareribs, knuckles, heart, tongue, liver, etc. all of which were used on winter trips. The girls were eager and enthusiastic getting not only the biologist's laboratory knowledge from the experience, but gaining the farmer's viewpoint and practical knowledge of preservation of his own meat. In figuring their food costs, the girls also found a decided saving in doing their own butchering.

Last summer during the regular camping season, the girls of one group baked, in the outdoor oven they had constructed themselves, a fruit cake for their Thanksgiving week-end at camp. They planned their menu at that time and asked to have that week-end reserved. At Thanksgiving this fall they carried out summer plans, cooking a large turkey dinner and decorating the table with fall fruits and leaves. They were so proud of their successful cooking that they took home pieces of the fruit cake to their parents.

#### *What are the values?*

We cannot relate experiences of winter camping without noting its values. Nor should we. Let us examine those that are tangible enough to put into the black and white of print.

##### 1. Health Values—

- (a) Change of air, food—long hours of sleep—away from noise—opportunity to enjoy open fire.
- (b) Break the strain of winter in the city with an adventure which can be anticipated—and remembered and related to friends long afterward.

##### 2. Prolong favorable influences of summer camp experiences (effect of returning to same happy situation, same friends, etc.)

##### 3. Re-union of camp friends (binds or develops friendships—often first friend child has ever made outside his own neighborhood.)

##### 4. Re-union of campers and counselors, values of which hardly need amplifying.

##### 5. Continues and develops in nature—see campsite—one year in fall, another in winter, another in spring, etc.—different birds, animal tracks—constellations, etc.

*(Continued on page 26)*

# THIS IS CAMPING==

## *A Unique and Necessary Adventure in Democratic Living at its Best*

The sub-title of this article *can* be true if camp directors are wise enough to make it so. Let us see. *Why is a camp experience unique?*

Because the camp group and the camp leaders can have the whole and undivided attention and loyalty of the camper for a consecutive period of two months. Neither the home nor the school nor the church nor the 'gang' can claim this: each one of these shares the attention and loyalty with the others and the consequent pulls against the others.

*Why is it necessary?*

Because the boys and girls of today must be the responsible adults of tomorrow and only can they do a good job in recreating life in a world of peace, if they have the *will* to make democracy work through it's having become a part of the fibre of their souls.

*Why is it an adventure?*

Because the unknown calls on every hand.

I know not where the white road runs, nor what the blue hills are,

But man can have the sun for a friend, and for his guide a star;

And there's no end of voyaging when once the voice is heard,

For the river calls and the road calls, and oh, the call of a bird!

*Why do we dare say 'democratic living at it's best'?*

Because all the makings can be in a camp experience. And these are some of the makings: Buoyancy of the body and of the mind which makes the things we work for, and succeed in, all fun. Regular meals, regular hours, time for work that is not too hard but hard enough, and time for leisure with a lot of people to talk about a lot of things we've been thinking about, can keep us of a mind and body that are 'rarin' to go'. Responsible adults need an ingrained respect for health as a positive factor for joyous living.

Emotional serenity based on a feeling of good will and rapport among counselors and campers leads to real emancipation. Away from a doting and a don'ting' mother, from a father who omnisciently knows what your future should be whether you have ideas of your own or not, from brothers and sisters who are pests and who think you're a pest too—how refreshing to be successful 'on your own' and know that the other fellows judge you for your real worth to the crowd. It's worth the effort of trying to be somebody.

Simple living—an antidote to counteract the deadening influence of the gadgeted existence into which so much of urban and suburban family life seems to have descended. We are all in danger of growing

By

Emily H. Welch

up into parasites upon the body politic. City and suburban life obliterate our knowing of the hard work somebody does to feed and clothe us and make us happy, and we, who are so ignorant, are the poorer thereby. How pathetic the camper who, after seeing a cow milked for the first time, refused to drink her milk at supper because she 'didn't know it came that way'. What a parasite we are making of the child who carelessly damages clothes or playthings, confident that the mere asking for another is the only effort required to get a new one. Camp living can mean simple living—the getting back to doing things ourselves. We must be reasonably neat and orderly or our cabin mates will lose their patience; if we rip the canvas of a canoe on a snag, we might as well know how to fix it because we can't telephone for a new one; if we are going to build an overnight shelter, it's smart to match wits with the wind and the rain and the forest so as to be as comfortable as possible. When everybody else is thinking up things to do instead of falling back upon the 'spectatoritis' form of entertainment that movies provide, it's contagious.

And through all the days there can and should come an ever-growing sense of what it means to 'live and let live'. In the midst of the young, the old, the middle-aged, whether they be counselors, campers, kitchen staff, tradesmen, community neighbors, we come in close and intimate touch with life's experience distilled and expressed and all in the midst of friendliness. Little by little there can and should knock at our attention the fact that everybody else has his thoughts and hopes and fears and insecurities as we have, and what is more, that it is natural and right for him to have them. And perhaps we may even learn that nobody is all right and nobody is all wrong, and that what we want most for all peoples is the chance for the right in everybody to be combined and integrated toward a goal of gracious living for all.

If we can crystallize for our campers all that camp life in it's variety and purpose and expanding vistas may be, the future will at least be in the hands of those who have as part of the fibre of their souls, an experience in democratic living at it's best and, in the light of this experience, must have a burning desire to make it come to pass, wherever they may be.

# CAMPERS SERVE THEIR COUNTRY



Canadian Fire Rangers Build a Dock at a Portage

Camps must give  
older campers a  
chance to be of  
service to their  
country==  
They demand it

By

Mary G. Hamilton

**M**OST older campers these days feel that they want to be of service to their country. The question confronting camp directors is how to provide an opportunity for worthwhile service within the structure of the camp program.

The camps in Algonquin Park, Ontario, were especially fortunate this summer in being able to cooperate with the Department of Lands and Forests of the Provincial Government in a plan which solved the campers' desire for service, and was also of practical aid to the department.

During discussions at our camp knitting group in the winter, it became evident that, much as the older campers wanted to return to camp, they felt they should devote their summer to service in the Women's Land Army or in Fresh Air Camps. As a camp director, the writer was convinced that camp should be able to offer the opportunity for public service for which these older girls were searching. Furthermore, many of them were prospective counselors, and it seemed that this summer in particular would offer many opportunities of developing leadership, due to the influx of English war guests, to most of whom camping would be quite a new experience. Our 1941 aim of "Service Through Effective Living" interested the older girls but was not tangible enough to satisfy their desire to "do something", so we sought the help

of the Superintendent of Algonquin Park, at that time Mr. F. A. MacDougall. His prompt reply to our letter, which was in the form of a general letter to both boys' and girls' camps in the Park, outlined a plan of tremendous scope which immediately fired the enthusiasm of our campers. The following excerpts will explain Mr. MacDougall's proposals:

"The war has brought . . . changed conditions to this Park and to Ontario's forests . . .

"With fire danger due to more logging slash and more travel; with need to control more woods travellers, the present ranging staff is inadequate to properly handle the fire situation.

"We therefore appeal to your camp to accept more responsibility in control and management of our forests—both as war duty and for post-war reconstruction. The acceptance of such responsibility will do much to assist the war effort, it will demand hard and often nasty work, it will require the constant thought and worry that responsibility brings. It will not be of a spectacular nature, but it will bring the satisfaction of work well accomplished for the nation's use.

## "WHAT YOUR CAMPS CAN DO

A—(1) We will allot to your camp a definite area and certain canoe routes. Your camp will be responsible for its patrol and upkeep and fire protection in that area and on that route.

(2) We will make an occasional inspection only, and will assist with advice and other help if you get into



difficulties, but, to all intents and purposes, your camp, in control of these areas, will be part of the fire staff. You will work out your own plans and routine of work. You will have the authority of the fire ranger in order to handle persons travelling in the forest.

(3) We will provide any necessary material for repairs or construction of docks and campsites.

B—On request, we may require from your camp helpers to assist in the erection of buildings. This would mean from 6-10 helpers who could work under carpenters' orders and put up structures needed for Park purposes such as fish hatcheries. In such cases, we would give notice of our needs and would not keep the helpers more than two or three days. They would return to camp at night.

C—We would like available from each camp, fire fighters for periods up to one week; such fire fighters to go anywhere in the Park on request."

After careful consideration of this plan, our older campers decided they would like to undertake Section A, feeling that this part of the suggested project was most suited to their abilities and interests.

Once at camp, fire-ranging began immediately. Mr. MacDougall, now Deputy Minister of Lands and Forests in the Provincial Government, visited Tanamakoon and allotted the territory. This was comprised of the canoe route (and surrounding area) from the mouth of the Madawaska River to Smoke Lake, a distance of about 4 miles, including 4 portages. Fire-ranger badges, officially presented by the District Forester, conferred on four counselors and a selected group of the oldest and most responsible campers (17 years and over) much of the authority of the regular fire-rangers. For the rest of the summer, it was the responsibility of these new rangers, as they were now called, to control the movements of persons travelling in the forest in their territory—for example, checking on fishing licenses and the building of fires—as well as to undertake fire protection, the maintenance of portages, and the construction of docks, fireplaces, shelters and new campsites.

The campers set to work to survey their route and organize their ranging for the summer. A head counselor organized the groups and they went ranging three times a week in July. The undertaking gathered such momentum that by August volunteers were setting out every weekday, although no individual went out more than three times a week. Each group was made up of a canoe-trip or a campcraft counselor, two rangers and three or four campers of 15 or 16 years. They left by canoe immediately after breakfast, taking with them their tools and their dinner. Part of the group cooked the meal, thus leaving the others free to continue their work. They planned their day so that they would be back at camp in time for the evening meal. Portaging the canoes from Beaver Pond to Little Island Lake at first presented a problem, for on regular canoe trips such work is always

done by the guides. The solution of leaving a canoe at the far end of the portage and ferrying the campers across Little Island Lake in shifts seemed excellent until one day the canoe was discovered badly ripped by an inquisitive bear. The next step was the construction of a rack too fragile for the weight of clumsy bruin, and which would hold the canoe well above his reach. This proved satisfactory.

Having decided, on their initial survey, that a new landing was needed at Little Island, the first group set out with a somewhat vague idea of how to build it, together with what they thought they would need in the way of tools. Arriving at their destination, they were surprised to find there an "honest to goodness" fire-ranger. This accidental encounter proved to be most fortunate, for the fire-ranger, seeing their inexperience, offered to stay and lend a hand in building their first landing. Immediately they found that their small saws and hatchets and 8-inch spikes were hopelessly inadequate. Next time they would know enough to bring axes, 14-inch spikes and a cross-cut saw. Among other things, the fire-ranger taught them the proper use of the cross-cut saw, how to tow logs with their canoes, and in selecting wood, to cut down leaning or dry trees instead of live ones. By the day's end a fine new dock and runway were completed, and the campers turned towards home tired, but eagerly anticipating their next trip when they could put what they had learned into practice.

Working chiefly on campsites, these rangers became very conscious of what a good site should look like. On several occasions they spent the whole day cleaning a site and burying the tins left by careless tourists. Once, on returning to a campsite which they had recently cleaned, they were disappointed to find it again in what they called a "mess", and their indignation moved them to dig a large hole in a conspicuous place and to nail on a tree above it this sign:

**BURN, BASH AND BURY HERE**

Signed by Fire-Ranger No.....

Fire-Ranger No.....

Fire-Ranger No.....

The planning and constructing of a much-needed new campsite on Smoke Lake was done early in the season. With an eye for practical as well as aesthetic advantages, the campers chose a spot a little around the bay from the portage landing, and high enough to ensure dryness and a breeze. After preliminary clearing of the underbrush (axes being used only by those who had demonstrated their ability), the rangers began work on the fireplace, digging well down into the ground and lining the hole with flat rocks from the shore. More stones were then piled in a semi-circle facing the lake and well above the ground for extra protection, and with the addition of cranes

*(Continued on page 24)*

# IT TAKES LEADERSHIP TO MAKE

THE experience I am about to relate was purely accidental, unexpected and unplanned. However, it serves to point out that the opportunities for leadership in camping are legion, but are effective only under the proper stimulus. The incident took place some summers ago in the Saranac region of the Adirondacks, where my wife and I spent many pleasant vacations camping—fishing the lakes and streams, exploring the islands and shorelines, observing the wild life and climbing mountains to view nature's handiwork for miles around. Our occasional meeting and friendly chats with some of the natives in this region served to broaden our background in the ways of the out-of-doors.

It was the third day out and we had decided to break camp and make for Halfway Island, Middle Saranac Lake—often referred to as Round Lake. Toward noon we approached the end of the winding river with its many horseshoe bends, bringing into view Round Lake, dotted with its picturesque islands and surrounded by lofty peaks of mountain ranges. Headed into a stiff breeze, the sprays of the white-capped lake against our faces served to change the rhythm of paddling.

It did not seem long before we reached Halfway Island where we unloaded the heavily laden canoe and pitched camp on our favorite site, facing Mount Ampersand and Stony Creek Mountain, and, to the west, Weller Pond, where the colorful sunsets leave a lasting impression. From all indications, we were the sole campers on the lake, which was not unusual. Halfway across the lake we could see what appeared

to be a group of canoes headed into the wind. Through the field glasses I could clearly see five red canoes pointed in our direction. After a stiff paddle across the choppy lake, they neared our campsite, to be greeted by Zara, our wire-haired terrier barking from the water's edge. The party of ten boys, with two counselors had paddled from the Upper Saranac Lake since early morning and planned for a two-week stay on Middle and Lower Lakes. I pointed out an ideal campsite on an island adjacent to us and furnished them with a supply of fresh spring water, which was more than welcomed.

The following morning Etta and I arose as per schedule, at sun-up and with rod and reel set out in the hope of returning with a bass for breakfast. Our wishes being more than gratified, we returned to share our catch with the boys who were most eager to see the creel. They remarked that the counselors were out fishing since breakfast and had not yet returned. Some expressed a desire to learn to fish; to see what was on the other islands, and, as the youngest boy said, "to go places and see things." I had gathered that they were left in charge of the oldest of the group, not more than sixteen years old, and given instructions not to leave the island. After a few days, we were convinced that the counselor did little to provide activities to give the boys personal satisfaction.

That evening Etta and I arranged a campfire program and invited the counselors and the boys to join us. Circled around the campfire, I asked what the group wished to do. Some called for stories, others

*Photo from Grafton Timagami Camps*



*One Trip  
Got It  
from an  
Unexpected  
Source*



# A TRIP

By

A. H.  
Desgray



*Photo by Hazel M. Chapman*

wanted to sing and to play games, and, not unlike healthy youngsters, some wanted to eat.

I began with a story of our previous experiences camping on this same lake—our hikes through the pine and brush—meeting old and new friends—flowers, trees, birds, animals, etc. Toward the end of the evening, their interest had been aroused and they, too, wanted to “go places and see things.” Arrangements were then made for an Adventure Hike the following day, songs were sung with particular enthusiasm, hot chocolate was served and the campfire session came to a happy close. As the boys paddled back to their island, the melody of “A Long, Long Trail Awinding” echoed across the moon-streaked lake.

The morning brought forth a day ideal for the Adventure Hike and our party was under way at 8 A.M. Headed in the direction of Ampersand Trail, five canoes paddled across the lake—its surface was as smooth as a shining mirror—the mountains were reflected perfectly as the sun shown like a ball of fire moving before us.

Someone shouted, “Stop! What is that dark speck on the water away down toward Turtle Point?”

“It is just the size and shape of a deer’s head and seems to move steadily out into the lake. There is a little ripple like a wake behind it.”

All fixed their eyes upon it, and then sent the canoes darting in that direction with long, swift strokes. It was a moment of pleasant excitement as all began to wonder whether the deer was a buck or a doe. When I looked again, I slackened my stroke.

“I guess we needn’t hurry, boys, he won’t get away.”

It’s astonishing what a lot of fun one can get in the course of natural life chasing tree stumps.

We landed on a sand beach at the mouth of a little stream where a blazed tree marked the beginning of Ampersand Trail. After a mile of easy walking, our trail began to ascend more sharply. I could sense the keen interest with which I was being watched as I marked the trail by breaking and bending twigs and grasses along the blazed line. It was not long before a few volunteer assistants took up this task while others relieved Etta of the specimens of various sorts she had been gathering. I had eagerly awaited this opportunity, and now the “why’s” were readily forthcoming. We stopped to rest for a few moments.

I explained when lumbermen go out into the woods, they cut roads in every direction, leading nowhere and the wanderer is thereby led aside from the right way and entangled in the undergrowth. And as for Nature, she is opposed to continuous paths through her forest. She covers them with leaves and hides them with thick bushes. She drops great trees across them and blocks them out. So it is important to mark one’s trail, which, after all, is a safe guide through the woods.

Then came the beginning of our nature study—a radical departure from the accepted “book-learning” method. The rambling woods, the tumbling part of our “limitless classroom.” An over-turned stone, a stray piece of tree bark, each shallow stream, presented new adventures in the form of nature specimens of beetles, bugs, moths and crayfish and the like that would normally escape the untrained eye of most young children.

*(Continued on page 26)*





*Courtesy, U. S. Bureau of Biological Survey*

*A Philosophy of Camping  
in the World of Wind and  
Water and Sky and Sun*



# Naturalist or Scientist === Which?

By

Mary Juola Haga

SINCE most of us nature counselors in summer camps are recruited from the ranks of biology majors in college, it is not surprising that the attitudes of the classroom and the laboratory are so noticeable. The nature program too often tends to develop "projects" and to focus interest on what is done in the camp laboratory or workroom, instead of on what can be seen in sun and rain under the open sky. This emphasis would be quite commendable if the children in camp were not what they are—just campers. Camping is best thought of as weeks or months of free, rich play within the flexible limits of a well-ordered community of children and counselors surrounded by woods and fields. Camping is not school and campers are not school children.

The problem, then, as some of us see it, is to recognize the fitness of things. To carry the outlook of the laboratory to the camp does a disservice both to science and camping. In camps, where the aim is rich experience through work and play, it

would seem that the best plan is one in which apparatus and routine are largely replaced by direct observation and a lively, many-sided activity. When a child sets forth to earn badges or the like for a butterfly collection, her hours in the field yield little fruit in observation of flowers and bird, so intent is she on netting her trophies. Take the same child through the same field with her mind open to all that she sees, and nature will give her a richer, deeper experience. One way of indicating this point of view is to urge that the nature counselor be less an instructor of college undergraduates or a high school science teacher, and more a Gilbert White of Selborne, an Audobon, or a Peattie. Knowledge of nature we claim a camper should receive—and also delight.

This program that is less a program than a philosophy is difficult to reduce to a cut-and-dried outline. Over a period of years we have developed it at the Minneapolis Y. M. C. A. Girl Reserve Camp on Lake Minnetonka. Instead of collections to show off, our girls take away understanding and pleasure. Instead of plaster casts, smoke prints, and activity notebooks, they carry away memories of the shape and smell of wild mint, dog bane, hickory, of the feel of leaf mould, of the flight and songs of birds. Instead of making nature exhibits, these campers have been spectators at nature's own exhibits—a raccoon family playing and feeding, Luna moths mating, a female turtle's nest building, the swoop of terns above the swimming beach, the busy life of squirrels and rabbits along the bridle path. Here are delight and wonder—the sharp, clear memories of sights and sounds and smells in their proper setting, *nature*.

Furthermore such a nature program has the advantage of flexibility and versatility permitting combination with other activities, such as photography. To catch nature in action and to record it both in memory and photography are so complementary that their combination deserves encouragement.



Photo by John G. Roberts, Courtesy, The Joy Camps

Just as the flexibility of the program permits combination with other activities than nature, it also allows for spontaneous adaptation to sudden moods and interests. Once on a "free night", a dozen of the older girls had been promised an hour or two of looking at the stars after taps. Most of us had had a lively, exciting horseback ride and picnic supper, and on our way home in an open truck we watched the evening stars come out. Their names and the legends associated with them put us in a dreamy mood when we returned to camp and gathered on the beach to continue our observations. On the beach in the deepening dusk, soothed by the lapping wavelets breaking on the shore and slapping the dock, we

Photo by Hazel M. Chapman, Eagle Island Girl Scout Camp





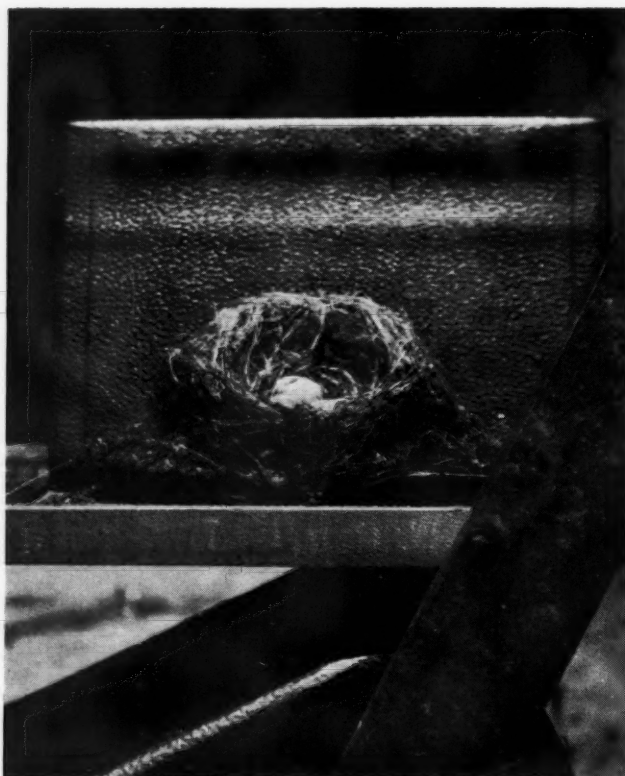


Photo by Mary Juola Haga

relaxed and the dreamy mood increased. More stories about the stars, all the familiar classical myths and some new ones from a charming Chinese student—and more talk: why did the stars seem so bright over water, why do the first stars appear at the horizon, why should one make a wish on seeing a shooting star. Subdued by the beauty of the starlit night, we whispered our questions and answers—and then suddenly came one of those pendulum-like swoops only teenage girls can manage, and the interest shifted from the sublime to the ridiculous. The girls wanted to hear ghost stories. A long time before, ghost stories had been promised them—"sometime"—so now we had ghost stories. But these ghost stories did not terrify or disgust. They only brought the night closer and made the stars brighter. Though it is impossible to determine which was etched deeper in the memory, I think the sky and the stars will be remembered the longer.

Even on rainy days (a camp staff's despair!), our nature groups preferred the out-of-doors. That was particularly gratifying to me. For ten years I have put forth great effort to lead people to enjoy the out-of-doors. Youngsters at camp who spend too many of their waking hours indoors, doing what one of my converts acidly calls "settlement-house busywork," always seem pathetic to me. Dressed for the weather, we saw as much in rain as in sunshine—birds huddled under leafy branches, pelting raindrops caught in spider webs, blossoms closing and turning from the rain, turtles and snails and slugs abroad for food and

enjoying the rain as much as we were, skinks and snakes slipping about on the ground or through the underbrush above ground, small furry animals "sitting it out" or busy at their wet-weather chores. In sunshine or in rain, by day and by night, nature offers rich and varied experience.

If the goal of camping is to encourage development of the whole child, a nature program which is many-sided, flexible, and realistic is obviously the most desirable. Fit and ready for every mood and for every time and place, this nature program is designed to match the variety and diversity so characteristic of growing children.

## IT'S NEVER THE RIGHT TIME OF YEAR

By ALAN MACDONALD

"Yes sir, it's pretty hard to beat. But *you missed* things at their best. You should have been here three weeks ago."

"This is still good enough for me."

"I know. But I'm telling you it was *a lot better earlier* in the season."

"Are those some of the virgin trees there? Look at the size of them!"

"Say, fella, those ones are just match sticks *compared to some* 'way back in the forest. You don't want to go around saying you've seen these trees unless you get off this highway and really see them."

"What's this wide place in the road we're coming to?"

"That's an observation point. Supposed to be the highest place around here. But I doubt it. I've been places in this woods that make it look like nothing, but there's *too much undergrowth right now* to take you to 'em."

"Let's stop here a minute anyhow. I'd like to take a look."

"Sure. It isn't bad, but I still say *it isn't the highest place*."

"Maybe not but—. Say, this is magnificent! How high is this cliff? Five or six hundred feet?"

"Something like that. But *you can't see much of* it from up here. The real place to get the view of this whole thing is from the river, but there's too many rocks out there now with the water so low. We took some folks up past it in a boat last year and, leave it to me, it was—."

"Is the waterfall you were talking about near this point?"

"Yes, but I don't think you'll get much kick out of it. *You've got to be here in the spring*, after the rains. Then you have a waterfall that *is* a waterfall. Right now you can't imagine what it's really like."



# HOT-SPOTS IN CAMPING

By

Richard F. Thomas

*Editor's Note.—This is the second of a series of three articles which is an outgrowth of a study made last Spring at Springfield College by the author. Eight "hot-spots" in the camping world are discussed in the series. The results and conclusions reported are based on a questionnaire to determine the outstanding issues in camping, an intensive bibliographical investigation concerning the selected issues, and a sampling of representative camping opinion about them. Included here is a discussion of camping issues three, four, and five.*

### 3. How does the National Defense Program affect camping?

The full impact of the National Defense Program was not felt last Spring when this investigation was undertaken. Writings on the subject were scarce, and opinions from representative camp directors were in the realm of predictions. Even now, many camping leaders probably are unaware of the significance of the present emergency, but opinion, certainly, has crystalized to a much greater extent with the completion of the past camping season. If the results here presented are not characteristic of present conditions—for attitudes and opinions are subject to rapid changes now—they should at least prove interesting in retrospect.

No clearly defined camping issue concerning the National Defense Program was discernable when writings on the subject were investigated. Opinion in the camping field was quite similar, for though differences of opinion appeared, responses gave evidence of bewilderment as to what the future might hold and what camps might be able to do.

In answer to the question, "What effect is the National Defense Effort having on your plans for this summer in regard to program, leadership, physical set-up, etc.?", most respondents pointed out the difficulty in securing adequate leadership and the necessity of emphasizing physical fitness programs. Some camp directors proudly claimed they were paying no attention to the national program, either because they disagreed with a "militaristic way of life", or they believed that campers should not become "propagandized" or "het-up" on the subject. Others were getting out the flag, were becoming increasingly patriotic, and intended to put their campers through a toughening program that would cover any invading Nazi.

Several complained that advances made in the use of the democratic method were being negated; they feared the return to mass methods, regimentation, and a military environment. Still others intended to

give the campers more responsibility in line with democratic processes, to stress a more patriotic program, and to emphasize activities such as first aid, gardening, signaling, and mechanical and constructive aspects of arts and crafts.

Boy Scout camp directors believed their present "Program of Action" and "emergency service" was very adequate to meet defense needs. Private directors were worried about the higher costs, while Y.M.C.A. leaders expressed a wide variety of opinions. Girl Scout camp directors hoped the effects on camping would be very negligible, but pointed out that they might stress physical fitness programs. Charity camps were becoming conscious of "frill and less fancy" camping and intended to de-emphasize mass camping as much as possible.

Answers to the question, "What effect do you expect the National Defense Program to have in the future?", resulted in responses similar to the aforementioned. The difficulty in securing leadership, many pointed out, would have to be remedied by training younger and older counselors. Quite a few responded that camping would be given impetus, particularly in the immediate future, but that the inevitable depression following would be difficult to experience. Several directors believed their campsites were ideal for army training camps, and expected the government to take over. The sentiment expressed by one director was the belief of many when he pointed out that "cooperation and group work would be stressed—a sense of joy would be experienced in the unregimented life which would grow as the armies became larger."

From all this we might conclude that we can predict nothing with certainty, except that changes in camping are bound to take place. Whether or not these changes will be for the best we do not know. Only the future can give the answer.

### 4. Should camps and camp directors be accredited and licensed?

There are four elements to this issue: accrediting camps, accrediting camp directors, licensing camps, and licensing camp directors. Accrediting usually is done by some organization or society. The Girl Scouts, for example, practice a successful policy of accrediting camps and camp directors after a three year "probationary" period. Licensing is particularly applicable to a governmental unit such as the city,

county, state, or national government. Boards of Health may license camps, or the National Park Service may promote camps licensed by the Federal government. Little progress has been made on this matter. Few laws have been passed which deal directly with camping. Anyone who cares to may establish a camp and become a camp director.

Writings on the subject are limited. Only recently has the issue come to the front, and this has been caused partially by the New York bill which would classify camps as "resort hotels" and thereby subject those in New York state to hotel legal requirements and disregard them as educational institutions.

The replies from camp directors show wide disagreement as to what is meant by licensing and accrediting and points to the need for clarification. Asked if the government should license and accredit camps, respondents were agreed that health and sanitation inspections should be handled by the government, but further than this opinions generally were opposed. Reasons given for opposition pointed out that politics would lower standards, that governments already have too much power, that poor directors fail themselves, and that camps vary too much to be standardized. On the other side of the ledger were claims that standards would become higher since substandard camps would be forced to improve or go out of existence, that government inspections and recommendations could be very helpful, and that camping would be given proper recognition. One respondent emphatically pointed out. "Educators, physicians, optometrists, bus drivers, and others to whom life and limb of children are intrusted need to pass minimum standards to be permitted to practice. Why not camp directors who are made responsible for the life, limb, and particularly the moral training of these same children?"

Definite opinion by type of camp was divided as follows:

<i>Type of Camp</i>	<i>Favor</i>	<i>Oppose</i>
Boy Scout	0	5
Private	8	6
Girl Scout	0	4
Y. M. C. A.	3	6
Charity	2	2
Others	2	6

As can be seen, no representative of the Boy and Girl Scouts favored government licensing and accreditation. Both of these organizations receive accreditation through their national offices and evidently believe that such accreditation is sufficient.

In answer to the question, "How is your camp, or you as a camp director, licensed or accredited by any governmental unit, institution, or organization?", all respondents replied, at the very least, that state standards of health and sanitation were met. All organization camp directors responding were accredited by their national or local organization. Private camp di-

rectors, except those of incorporated camps, were not accredited. Several respondents mentioned that they met all the minimum standards suggested by the American Camping Association. Others mentioned that they used the Kellogg Workshop Standards as a guide.

That accreditation and licensing of camps and camp directors is a field sorely in need of further investigation is very obvious from the above. However, the recent trend towards governmental control, the possible extension of camping to public schools, and the present national emergency powers of the government lead one to believe that licensing will be expanded, and State or Federal accreditation for all camps may eventually be instigated. Further indication that this may come about lies in the dearth of camping legislation and the resulting confusion on the part of camping leaders. Governments, lately, appear to welcome an opportunity to bring order out of what seems to be turmoil, and this may be considered as a "natural."

##### 5. *To what extent should "democracy" be involved in camp program planning?*

Since this issue has been discussed so often, little explanation is necessary. Briefly, at one extreme are the regimented and standardized camps in which the complete program is scheduled in advance with campers allowed no part in democratic planning. At the other extreme are the laissez-faire, so-called democratic types of camps in which the campers are allowed to do whatever they please whenever they wish to do it. Most camps are somewhere in between.

Writings on this subject are numerous. All recent articles favor a "free" program with campers given responsibility up to their capacity for accepting it. These same writings are unanimous when they define democracy as a process or spirit which respects individuality and encourages campers to think for themselves. Most articles written before 1930, on the other hand, recommend a pre-planned, set program. Progressive education and the recent stress on democracy appear to be the more responsible factors in this almost paradoxical reversal in theoretical point of view.

An entirely different picture is furnished when responses from directors in the camping field are analyzed. Little agreement is shown as to the real meaning of democracy. In answer to the question, "In what specific ways have you attempted to introduce the spirit and practice of democracy in planning your camp program?", 38% of the respondents pointed out that they did so by the use of flexible programs. Camper councils were the democratic practices of 33%, while individual group planning took place in the camps of 16%. Programs set up in advance, but which could be accepted or rejected by

*(Continued on page 24)*

# 19th Annual Convention

## Agency Day

February 5th, 1942

The 19th Annual Convention of the American Camping Association will open with group or Sectional Conferences in which agency leaders will discuss problems in their own organization and explore ways and means of getting the most out of the convention for their delegates. The conference will close with agency committee findings.

At least sixteen organizations have planned their own Sectional Conferences for the first day of the Convention. Special programs for each agency will be printed in addition to the general convention program. Some committees have been hard at work for months to secure a rich and thought-stimulating program led by nationally known camp leaders.

Other organizations in the field of camping or in related work are planning Sectional Conferences. The Program Committee will schedule other agencies desiring a special program by clearing through Leif R. Larson, Program Chairman.

### AGRICULTURAL EXTENSION CAMPS

4H-Home Demonstration—Rural Youth)

Convenor—Miss Amy Wessel, Minnesota State 4H Club Agent  
Leader—R. A. Turner, Senior Agriculturist, U.S. Department of Agriculture

Pioneers in work with rural youth, the 4H camps will present a unique and interesting program for Agency Day. Thomas Pfaender, Director of Health, Physical Education and Athletics at New Ulm Public Schools and Camp Director of the famous St. Louis County 4H Club camps will direct the discussion of the practical aspects of camping. "Health habits in action" will be the theme.

### AMERICAN RED CROSS

Convenor—John Hartman, American Red Cross Office  
Leader—Ed Slezak, Field Secretary, American Red Cross

This Sectional Conference will not only consider problems arising within the organization but will give special emphasis to service the Red Cross may render to the various agencies in the field of camping. Included in the list of leaders who will participate are Harold F. Enlows, Director of First Aid, Water Safety and Accident prevention, from National headquarters, his Associate Director W. Van B. Classen and Robert F. Eaton, Director of the St. Louis office.

\* \* \*

*"Teach Youth the American Way of Life thru camping"*

for JANUARY, 1942

### BOY SCOUTS

Convenor—H. B. Rouzer, Minneapolis Boy Scout Executive  
Leader—K. G. Bentz, Regional Executive

One of the largest organizations doing camping, the Boy Scouts are planning an interesting program to supplement the general program. The plan is to use the Convention as a whole for Boy Scout Area Conferences; to develop subjects of special interest to cubs, scouts, senior scouts, volunteer adult leaders, sponsors and executives. Among the subjects will be

**Community Service Activities.**

**Demonstrations of Shelters.**

**Outdoor winter cooking, etc.**

In fact all activities practiced and proven by scouts will be a feature of winter camping demonstration at Mission Farms on Medicine Lake.

\* \* \*

*"Be prepared in a National emergency thru camping"*

\* \* \*

### CAMP FIRE GIRLS

Convenor—Dorothy Neibel, St. Paul Executive  
Leader—Janet L. McKellar, National Assistant Field Secretary  
10:00 A.M.

**Our present-day camping problems and trends.**

Margaret Briggs, Buffalo, N. Y.

**How the National emergency may affect our camping.**

Janet L. McKellar

3:00 P.M.

**Our present-day camping plans and practices.**

Mrs. Ruth D. deWindt, Grand Rapids, Mich.

\* \* \*

### CATHOLIC YOUTH

Convenor—A. G. Baril, Catholic Order of Foresters Boys Camps

This Conference will offer an opportunity for participation to a group of Catholic organizations doing excellent work in the field of camping.

**The Catholic Boys' Brigade** interested in sports, outings, camps woodcraft and nature study.

**The Catholic Youth organizations** which place emphasis upon leisure-time activities.

**The Junior Catholic Daughters of America** with workshops, camps and hiking programs.

**The Boy Life Bureau of the Knights of Columbus**, which conducts summer schools, many of which are in a camp setting.

\* \* \*

*"Maintain National Morale thru camping."*



## CHURCH CAMPS CONFERENCE

Convenor—Floyd Bosshardt, Evangelical Church

With an estimated 20,000 churches of all denominations doing camping in some form or group, this will be a large and important conference and is perhaps the first Inter-denominational Church Camp Conference ever held. There will be sectional groups within this section and organization committees to report findings. The general church program is as follows:

Chairman—Dr. George E. Stickney, Congregational Church Secretary of Minnesota

Leader—Dr. Harold H. Baldwin, Presbyterian Church State Secretary

**10:00 A.M.—Orientation period—presentation of questions and problems.**

**Address—The Place of Church Camps in Camping.**

Dr. W. E. Paul

**Address—Church Camping Problems and Questionnaire.**

Dr. Harold H. Baldwin

**Religious Counseling in Camps.**

Professor Fred Peplogle, Macalester College

**3:00 P.M.—Discussion Period—reading by Dr. H. H. Baldwin.**

**A. Management of Church Camps.**

**B. Curricula of Church Camps.**

**C. Health in Church Camps.**

**D. Habits in Church Camps.**

**E. Discipline in Church Camps.**

Summary and Findings Committee meeting is scheduled for Saturday afternoon.

## CCC CAMPS

Convenor—R. E. Williams, District Educational Advisor

Leader—H. W. Oxley, Director of CCC Camp education.

The CCC Camps, representing all-year-round camping and conducted in all parts of the United States, have had to adjust to varied climatic conditions.

Apart from the problems of program and project, the organization has many fundamental features common to agency and private camps and therefore has a rich and useful experience to share in a National Convention. The program is being constructed to share with campers generally the resources developed on a large scale by Government agency.

## COLLEGE COURSE INSTRUCTORS SECTION

Convenor—C. R. Osell, University of Minnesota

In planning the sessions to be held for Course Instructors in camp leadership, the special program committee, composed of Professor Fred Replogle of Macalester College, Professor C. R. Osell of University of Minnesota and Instructor Ruth M. Schellberg of Macalester College, has contacted instructors of colleges listed in the November issue of Camping Magazine asking them to submit topics which they would like included in the program.

Camp Directors will be asked for reactions or suggestions concerning the work which is being done in college courses, or which they feel should be done. Topics to be covered:

**Objectives of Camp Leadership Courses.**

**Program Emphasis—Course content.**

**Counselor-placement Service.**

*"Camps give wholesome leadership to confused youth."*

## GIRL SCOUTS

Convenor—Eleanor Thomas, Girl Scout Headquarters

**10:00 A.M.—General Session, Nicollet Hotel**

**Presiding:** Mrs. Dana Stone, Camp Committee Chairman, Girl Scout Council of Minneapolis and Hennepin County.

**Group singing—Eleanor Thomas.**

**"Camping and National Defense".** (speaker to be announced)

**"Some Signs of the Times".**—Frances Morse, Camp adviser, Girl Scout National Staff

**"Movies and How to Take Them".**—Catherine Hammett, Camp Program Adviser, Girl Scout Nat'l Staff

**Showing of Camp Movies.**

**3:00 P.M.—General Session, Nicollet Hotel.**

**Presiding:** Mrs. George M. Shepard, Chairman of Hiawatha Regional Camp Committee

**Singing by a Girl Scout Chorus—Piping by a Senior Girl Scout Troop.**

**Group Meetings**

**A. "Camps Expand with the Times".**—Frances Morse (For directors, council, and committee members of cities that conduct long-term camps)

**B. "Facing the Future in our Short Term Camps".**—Oliver Crocker (For directors, council and committee members of towns conducting short-term camps)

**C. "Year-round Girl Scout Leadership in the Out-of-Doors".**—Gayle Cole (For Girl Scout leaders and camp counselors)

**D. "Day Camps Serve the Country".**—Catherine Hammett (For directors, council and committee members of communities that now have, or expect to have, day camps.)

## JEWISH CAMPS

Convenor—Jacob Mirviss, Emanuel Cohen Center

Leader—Dr. Fred Brown, Minneapolis Public Schools

The program is arranged in cooperation with the National Jewish Welfare Board. The general subjects of both morning and afternoon sessions will be

**Possibilities and Limitations in Jewish Organizations.**

**Camps during the present emergency.**

The afternoon session will be a symposium covering such topics as:

**Integration of Camps, Home and Agency.**

**Jewish Cultural aspects of Camps and Program.**

**Effect of present emergency on Jewish Organization Camps.**

**Counselor Training.**

*"The camp is a field of training for democracy."*

\* \* \*

## SALVATION ARMY

Convenor—Brigadier T. M. Larsen

Leader—Commissioner E. I. Pugmire, Territorial Commander

This Agency will explore a diversified system of social service. The Salvation Army has many problems quite different from agency and private-camp problems, since a large percentage of their clients are of a relief status and no fees are charged. The following topics will be discussed.

**Handicraft, hiking and nature study.**

**Maternity Camps for unmarried mothers.**

**Crippled Children—long-term camping.**

**Children Arphan Camps on year-round basis.**

**Working people camps or family camping.**

*"Camps keeps the free agencies of democracy functioning."*

## YWCA

Convenor—Elva McKinnon, Secretary, Minnesota Camping Association

Leader—Abbie Graham, Author and authority on group camping.

This Sectional meeting will be held in the new YWCA Building. Requests for suggestions and questions under the general topic "Problems facing YWCA Camps today", have been sent out to leaders, counselors and camp committee members. By this method the agency will implement democracy, giving the campers an opportunity to make suggestions to experts in the field and to ask and answer questions from the point of view of the executive, the campers and the committee members.

## YMCA

Convenor—Ted Gray, St. Paul YMCA

Leader—Max Clowers, Dubuque, Iowa, Chairman

10:00 A.M.—"Community Planning for Adequate Camping."

Roy Sorenson

Resource Person: Joe Gibbon

12:15 P.M.—Agency Luncheon

"Camp Ethics and Policy".

Presiding—Paul Bremicker

Speaker—Ray Johns

Discussion—Questions and Answers— Miss Genevieve Clayton

3:00 P.M.—5:00 P.M.

"Review of the Commission on YMCA Camping for boys"

"Procedures—Recommendations from Centennial Fronts for YMCA Work with Boys". Report of the Sixth North American Assembly of YMCA workers with boys, Louisville, Kentucky, May 14-21, 1941—Speaker Ray Johns.

"Review of the Kellogg Workshops".

Speaker—H. B. Masters

## SETTLEMENT SECTION

Convenor—Ed Currie, Pillsbury Settlement House

In planning the settlement program the committee recognizes that many of the topics are adequately covered in the general sessions. However, from a settlement standpoint, some topics need further study and consideration to be practical and applicable.

## Ways and Means of Achieving Values in Settlement Camping

10:00 A.M.

### 1. Personnel

A. Selection

B. Training courses

C. PreCamp

D. In Training at Camp

### 2. Records

A. Case Workers Referrals

B. Group Worker Referrals

C. In Camp Records

D. Past Camp Records

E. Follow-up records

### 3. Facilities

A. National Park B. Filling present camps by cooperation of more agencies.

Luncheon 12:15

2 P.M.

## Camping and Expanding The Changing Settlement Program

1. Winter Camping

2. Work Camps

3. Co-Educational Camping

4. Day Camping

5. Pre-School Camping

6. Adult and Family Camping

Boys Clubs and Cooperative Camps are combined with the settlement section.

for JANUARY, 1942

# Special Events

## February 4, 1942

Annual Inter-Agency Luncheon

Annual Private Camp Directors Luncheon

Annual Banquet, American Camping Association Style Show

Movie Room—for showing of educational pictures.

## February 5, 1942

Conducted Tours of Twin Cities

Trip to University of Minnesota Campus for Aquatic demonstration by H. B. VanClaussen, National Director of Small Craft American Red Cross, and visit to the new Coffman Memorial Union Building.

Fun Nite for everybody, old and young, under direction of Peter Olsen, President, Recreational Leaders Laboratory.

Movie Room

## February 6, 1942

Conducted tours of Twin Cities

Opportunities for skating and skiing in Twin City Parks

Ukrainian Chours of Twin Cities, in costume, presents songs and dances from Old Russia

Movie Room

## February 7, 1942

Trip to Mission Farms—skating, skiing, snow modeling, sleigh rides, nature hikes, winter camping

Luncheon at Mission Farms

Vesper Service in a beautiful camp setting you'll never forget.

Smorgasboard—all you can eat—in Swedish style. A dinner you'll never forget!

## DEMONSTRATIONS

Saturday afternoon at Mission Farms will be different! There you will find demonstrations, discussions and activity to meet your every interest. Sleigh rides (bring warm clothes), hikes, skating and skiing are only a part of a big day. While some folks are enjoying the out-of-doors, others will take part in other events inside.

### 1. Discussion on Day Camping

Jacob Mirviss, Emanuel Cohen, Minneapolis

Willard Nash, Instructor in Education, Teachers College Columbia University, New York, N. Y.

### 2. Camp Ceremonials

Dorothy E. Neibel, Director Camp Fire Girls, St. Paul

Catherin Sherard, Kansas City, Mo.

### 3. Construction and Designing of Camps

Ben Stoddard, Director Neighborhood House, St. Paul

Myrwin Clark, National Park Service, St. Paul, Minn.

### 4. Discussion on Out of Camp Trips

James Campbell, State Family Welfare, St. Paul, Minn.

### 5. Winter Camping

Kyle Cudworth, Director of Westminster Camp Ajawah, Minneapolis, Minn.

H. B. VanClaussen, American Red Cross, Washington, D. C.

### 6. Indian Lore

Don Colloghan, Craft Counselor, Camp Carlos, Minneapolis

### 7. Hobbies in Camps

Lyndon Cedarblade, Secretary Y. M. C. A. Roosevelt Branch, Minneapolis, Minn.

Mons Weum, Faculty Advisor, Roosevelt Hi-Y Club

# Private Camp Day

Wednesday, February 4



BARBARA ELLEN JOY

The Minnesota Section has put forth gallant effort to make this the outstanding convention of the history of the American Camping Association. With this goal in view, the Convention Committee has given private camps special emphasis, and an important place in the program. A sectional meeting will be held on Wednesday, February 4th, in the New Brunswick Room of the Andrews Hotel, where there will be available committee rooms.

Presiding—Miss Barbara Ellen Joy, First Vice-President, American Camping Association

Convenor—Charles Everts, representing the Minnesota Section, as host.

## 10:15 A.M.

### Pertinent Camping Problems for 1942

#### Operating Costs and Fees

#### Publicity and Promotion

Mr. Robert Snaddon, Camp Osoha, Wisc.

#### Securing of Adequate Staff

Mr. Fred V. Rogers, Camp Lincoln Prep Minnesota

## 12:30—2:00 P.M.—Luncheon

Speaker: Dr. Mary L. Northway, Windy Pine Point Camp, Ontario

#### Security Pegs for Campers

## 2:30—4:30 P.M.

### Better Methods of Teaching and Supervision of Health in Private Camps

Dr. Henry E. Utter, Cragged Mountain Camp, Providence, R. I.

### The Camper Himself—What and How Can He give

Miss Laura I Mattoon, Camp Kehonka, New Hampshire  
Putting Adventure and Challenge into the Long-Term Camp

Mr. Frank Bell, Camp Mondamin, No. Carolina

### Contacts with Parents During the Camp Season

Miss Mary V. Farnum, Holiday Camps, Minnesota

# Parent and Lay Leaders Institute



ABBIE GRAHAM

Because parent education is essential to any progressive camping enterprise, we are holding a parents institute. These meetings are scheduled for the evenings of February 5th and 6th at 7 o'clock, before the regular evening session, and on Saturday afternoon, to acquaint parents and lay leaders as to the real meaning of camping.

Leader—C. R. Osell, University of Minnesota

## 7:00 P.M. Thursday, Feb. 5th

### Address—Parent Camping

Abbie Graham, Cleveland, Ohio

## 8:00 P.M. Thursday, Feb. 5th

### Address—A Conservation Program for Youth

Gov. Harold E. Stassen

## 7:00 P.M. Friday, Feb. 6th

### Address—Question period and Clinic

Headley Dimock, George William College

## 8:00 P.M. Friday, Feb. 6th

### Address—Rediscovering human personality in camp

Gilbert Wren, University of Minnesota

## 2:00 P.M. Saturday, Feb. 7th

### Discussion of camping problems from a parents and lay leaders point of view.

Demonstration from a camp directors point of view.

## CONSULTATIONS AND DEMONSTRATIONS

### Consultations

Throughout the convention members will be available for consultation, either by individuals or by groups. Schedules may be arranged at the "Consultation Desk" for any time other than the regularly scheduled convention program hours. Send your problems or consultation requests by mail before the convention, if possible, to Clarence Osell, University of Minnesota, Minneapolis, Minn.



# The Convention Program

## GENERAL SESSIONS

February 4, 1942

### 12:15 P.M. INTER-AGENCY LUNCHEON—"Camp Ethics and Inter-Agency Policy"

**Toastmaster**—Paul B. Bremicker, YMCA, Minneapolis

**Speaker**—Ray Johns, Nat'l Field Director, U.S.O.

#### "Camp Ethics"

**Discussion**—M. Genevieve Clayton, Camp Fire Girls, President Iowa Section, Des Moines, Ia.

### 12:15 P.M.—PRIVATE CAMP DIRECTORS LUNCHEON

**Toastmaster**—Miss Emily Welch, Camp Wabunaki, Hillside, Maine

**Speaker**—Dr. Mary L. Northway, Dept. of Psychology, University of Toronto

#### "Security Pegs for Campers"

### 6:00 P.M. ANNUAL BANQUET—American Camping Association

**Toastmaster**—Frederick H. Lewis, Director, Camp Vista-mount, Bristol, N. H.

**Welcome**—Fred V. Rogers, President Minnesota Section, A.C.A.

**Introductions**—Leif R. Larson, Chairman Program Committee

**Address**—Surprise

**Style Show**—Winter Sports Wear

February 5, 1942

### 10:00 A.M. "STANDARDS IN CAMPING"

**Presiding**—Taylor Statten, President, A.C.A., Taylor Statten Camps, Toronto, Can.

**Speaker**—Dr. Hedley S. Dimock, Dean of George William College, Chicago, Ill.

**Discussion**—Hugh B. Masters, Director, Kellogg Foundation Camps, Battle Creek, Mich.

### 8:00 P.M. "A CONSERVATION PROGRAM FOR YOUTH"

**Presiding**—F. O. Koehler, WMCA, Minneapolis, Minn. General Secretary

**Speaker**—Harold E. Stassen, Governor, State of Minnesota

**Commentary**—By members of the Advisory Board A.C.A.

### 9:30 P.M. "FUN NIGHT"

In charge of Peter Olsen, President, Recreational Leaders Laboratory

February 6, 1942

### 10:00 A.M. ANNUAL BUSINESS MEETING

**Presiding**—Taylor Statten, President, A.C.A.

**Address** by the President, Taylor Statten

"A Bird's-eye View of Camping Today"

**Report of Executive Director**—Dr. W. E. Paul

#### Agenda

### 8:00 P.M. "UNIQUE FUNCTIONS OF CAMPING IN A TIME OF NATIONAL CRISIS"

**Presiding**—A. Cooper Ballentine, President, New England Section

**Speaker**—Dr. C. Gilbert Wren, University of Minnesota

**Quiz Program**—"Your Question—Our Answer"

Bernard S. Mason, Editor, Camping Magazine

Frances Morse, Nat'l. Camp Advisor, Girl Scouts, New York, N. Y.

Heelley S. Dimock, Dean, George William College, Chicago, Ill.

Esther Waldo, Camp Executive, YWCA, New York

Janet McKellar, Associate Field Secretary, Camp Fire Girls, New York

H. B. Masters, Director, Kellogg Foundation Camps

#### Special Entertainment

Ukrainian Chorus of Twin Cities, in costume

Frank Lawryk, Director of Music

Nicoloff Haydak, Director of Dances

February 7, 1942

### 10:00 A.M. "FRONTIERS IN CAMPING"—Presiding: Wes Clausmann, National Director, Boy Scouts.

"Functions of Professional Organizations"

Wayne McMillan, President, American Association of Social Workers, University of Chicago

### 11:00 A.M. "CAMPING AS OUR OPPORTUNITY"

A symposium by members of the Advisory Board

### 4:00 P.M. CAMP VESPER SERVICE—A Service in a Camp Setting

**Presiding**—A Camper, Music by Camp Chorus

**Speaker**—Dr. W. E. Paul, Gen'l Supt., Union City Mission, Minneapolis, Minn.

### 5:30 P.M. SMORGASBOARD

### 7:00 P.M.—"CAMPING—REVIEW AND PREVIEW"—A Panel Summary

**Chairman**—Roy Sorenson, National Council YMCA, Chicago, Ill.

**Panel:** Paul Bremicker, Associate General Secretary, WMCA, Minneapolis, Minn.

K. G. Bentz, Regional Executive, Boy Scouts, St. Paul, Minn.

Taylor Statten, President, American Camping Association

Emily Welch, Past President, American Camping Association, Director Private Camps, Maine

Abbie Graham, Author, "Work at Playing in Summer Camps", "Ladies in Revolt"

Mary Northway, Dept. of Psychology, University of Toronto

## SEMINARS—3:00 to 4:30 P.M.

Thursday, February 5, 1942

Seminars are in charge of standing committees of the American Camping Association, and responsibility for program content resides with the members of the committees concerned. Members of committees attending the convention are expected to attend seminars related to their committee service wherever possible and report findings.

### 1. Developing a Creative Program

The Responsibility and Function of the Director

The Counselor's Role

The Camper's Opportunities

**Chairman**—F. H. Lewis, Director, Camp Vistamount Cambridge, Mass.

**Speaker**—Abbie Graham, Author, Cleveland, Ohio

**Resource**—Dean Schweickhard, Ass't Supt. of Schools, Minneapolis, Minn.

Dr. Mary Northway, Dept. of Psychology, University of Toronto, Toronto, Canada

### 2. Public Relations

Legal Problems—Government Supervision

Our Neighbors—Our Community Responsibilities

**Chairman**—Mrs. Eleanor P. Eels, Executive Director, Sunset Camp, Service League Chicago, Ill.

**Speaker**—Janet McKellar, Associate Field Secretary, Camp Fire Girls, New York

**Resource**—Dr. Henry Utter, Member American Board of Pediatrics, Providence, R. I.

### 3. Administration Procedure in Camps

Building Budgets

Organizing Your Staff



**TAYLOR STATEN**  
President, American Camping Association



**DR. W. E. PAUL**  
Acting Executive Director  
American Camping Association



**LEIF LARSON**  
Program Chairman, 1942 Convention

Records and Reports  
Business Procedures

**Chairman**—C. Walton Johnson, Chairman Administration Com. American Camping Assn., Asheville, N. C.

**Speaker**—Edsel Martindale, Resident Director, Pine Lake Camp, Doster, Mich.

**Resource**—P. B. Samson, Ypsilanti, Michigan  
W. H. Wones, Treasurer, American Camping Assn., Pasadena, Calif.

#### 4. National Defense

Problems in Relation to Defense  
Programs, Camping Equipment  
Personnel Training, Conservation  
Expansion of Camping Service

**Chairman**—Col. H. B. Moore, Greenbrier Military School, Lewisburg, W. Va.

**Speaker**—Lloyd B. Sharp, Executive Director, Life Camps, Faculty Member, New York University, New York, N.Y.

**Resource**—Max Oppenheimer, Director Surprise Lake Camp, Cold Springs, N. Y.

#### 5. Studies and Education

Results and Findings  
Opportunities for Research

**Chairman**—H. B. Masters, Director, Kellogg Foundation Camps, Battle Creek, Mich.

**Speaker**—Hedley S. Dimock, Dean, George William College, Chicago, Illinois

### Friday, February 6, 1942

#### 1. Long-Term Planning for Camping

Camping Policies  
Budget Equipment  
Promotion  
Lay Committees  
Strategy

**Chairman**—Emily Welch, Past President, A.C.A., Director Private Camps, Hillside, Maine

**Speaker**—Barbara Ellen Joy, Vice-Pres., American Camping Association, Iowa City, Iowa

**Resource**—Laura I. Mattoon, Director, Camp Kehonka, Wolfsboro, N. H.

#### 2. Health, Safety and Sanitation

Legal Aspects  
Liability  
Program

**Chairman**—Mrs. Henry John, Director Camp Ho-Mita-Koda, Cleveland, Ohio

**Speaker**—Dr. Henry Utter, Member American Board of Pediatrics, Providence, R. I.

**Resource**—Marjorie Camp, Associate Professor of Physical Education, Iowa University, Iowa City, Iowa.

#### 3. Community Planning

Relationships of Agency Camps  
Cooperative Camps  
Reaching Youth in Camping

**Chairman**—Charles Birt, Associate Secretary, Minneapolis Council of Social Agencies, Minneapolis, Minn.

**Speaker**—Roy Sorenson, National Council YMCA, Chicago, Ill.

**Resource**—Mary E. Eidson, Cleveland, Ohio

#### 4. Leadership Training

The Counselor and His Job  
Counseling by Counselors  
Staff Relationships

**Chairman**—Mary Northway, Dept. of Psychology, University of Toronto, Toronto, Canada

**Speaker**—Esther Bristol, Dept. Physical Education, Pomona College, Claremont, Calif.

**Resource**—C. Walton Johnson, Director Camp Sequoyah, Asheville, N. C.

#### 5. Programming

Organization  
Skills  
Creative Aspects

**Chairman**—A. Cooper Ballentine, Director Camp Kehonka, Wolfsboro, N. H.

**Speaker**—Bernard S. Mason, Editor, The American Camping Magazine, Cincinnati, Ohio

**Resource**—Abbie Graham, Author "Working at Playing in Summer Camps," Cleveland, Ohio

### LUNCHEONS—12:15 to 2:00 P.M.

#### Thursday, February 5, 1942

##### 1.—Pre-Adolescent Camping

**Chairman**—Mrs. Edgar M. Jaeger, Director, Camp Hill-oway



**HAROLD E. STASSEN**  
Governor of Minnesota



**BERNARD S. MASON**  
Editor, *Camping Magazine*



**DR. HEDLEY S. DIMOCK**  
Dean, George Williams College

**Speaker**—Clyde Lindley, University of Minnesota, Institute of Child Welfare, St. Paul, Minn.

**2. N. Y. A. and Other Government Agencies in Camping**

**Chairman**—Ray Vance, Director Camp Anohijig, Racine, Wisc.

**Speaker**—George Wykoff, N. Y. A., Minneapolis, Minn.

**Speaker**—Merwyn Clark, National Parks Service, St. Paul, Minn.

**3. Coed Camping**

**Chairman**—Bonita Todd, President Peoria Section, Peoria, Ill.

**Speaker**—M. Claire Sawyer, American Women's Voluntary Services, New York

**4. The Handicapped Child in Camp**

**Chairman**—Mary Eidson, Friendly Inn, Cleveland, Ohio

**Speaker**—Dr. Malvin J. Nydahl, Director, Bureau of Crippled Children, Minneapolis, Minn.

**5. The Kitchen and the Camper**

**Chairman**—F. A. Bofferding, Minneapolis, Minn.

**Speaker**—Irene Netz, Nutritionist, Division of Child Hygiene, Dept. of Health, University of Minnesota, St. Paul, Minn.

**6. Reports and Records**

**Chairman**—Mary P. Hollis, Y. W. C. A., Duluth, Minn.

**Speaker**—Elmer Ott, Director Camp Manitowish, Milwaukee, Wisc.

**Speaker**—Edwin Zellar, Y. M. C. A., Cedar Rapids, Iowa

**7. Water Safety**

**Chairman**—John Hartman, Director First Aid & Water Safety, Red Cross, Minneapolis, Minn.

**Speaker**—Ed Slezak, Representative, Red Cross, St. Louis, Mo.

**Resource**—H. B. VanClaussen, Nat'l. Director of Small Craft, American Red Cross, Washington, D. C.  
Robert F. Eaton, Director First Aid, Water Safety, Mid-west area, Red Cross, St. Louis, Mo.

**Friday, February 6, 1942**

**1. The Job of a Head Counselor**

**Chairman**—Max Lorber, Camp Nebagamon, St. Louis, Mo.

**Speaker**—James Campbell, State Family Welfare Dept., St. Paul

**2. Family Camping**

**Chairman**—Ed Currie, Pillsbury House, Minneapolis, Minn.

**Speaker**—T. R. Alexander, Y. M. C. A., Pittsburgh, Pa.

**Speaker**—George Myers, Associate Director, Clear Lake Camp, Dowling, Mich

**3. Spiritual Emphasis in Camping**

**Chairman**—Laura I. Mattoon, Director Camp Kehonka, Wolfsboro, N. H.

**Speaker**—Robert M. Freshe, Director Religious Education and Activities, Westminster Church, Detroit, Mich.

**Resource**—Alfred Rath, Northeast Neighborhood House, Minneapolis

**4. Financing our Camps**

**Chairman**—Elsa J. Morris, Camp Director and Consultant for Group Work, Y. W. C. A., Pittsburgh, Pa.

**Speaker**—Gilbert H. Roehrig, Boston, Mass.

**5. Advertising and Publicity**

**Chairman**—Marjorie Camp, Associate Professor of Physical Education for Women, University of Iowa, Iowa City, Iowa

**Speaker**—Fred Rogers, President of Minnesota Section, American Camping Assn., Minneapolis, Minn.

**6. Democracy in Camping**

**Chairman**—Willard Nash, Instructor in Education, Teachers College, Columbia University, New York, N. Y.

**Speaker**—L. B. Sharp, Director Life Camps, Inc., Faculty Member, New York University, New York, N. Y.

**7. First Aid and Accident Prevention**

**Chairman**—Ed Slezak, Field Representative, Red Cross, St. Louis, Mo.

**Speaker**—Harold Baker, St. Louis, Mo.

**Resource**—H. B. VanClaussen, Nat'l. Director Small Craft, American Red Cross, Washington, D. C.

**THE NATIONAL CRISIS**

We have called a special meeting of the Advisory Board in connection with the 32nd Annual Convention.

National leaders from the Advisory Board will be available for consultation at special luncheons which will be scheduled. Special sessions in the General Convention will be reserved for the Advisory Board to discuss with the delegates, camps part in the National defense.



# Counselor Training and Placement in the College Curriculum

By

H. Margaret Lea

THE emergence of the camp-counselor course in the college curriculum is not a sudden innovation. For years these courses have appeared in college bulletins over the country at large. Usually, however, with the few exceptions of such university camp-counselor training institutes as have appeared at The State University of Iowa, they have been single survey courses, offered in the physical-education curriculum as one aspect of the field of recreation. Thus often they have been lecture courses purely, their presentation has been theoretical, and the instructor's interest in conducting them has been due chiefly to the kinship of this educational area to that of recreation in general.

Furthermore, the content material has been mainly philosophical, centered upon background of the movement, with perhaps some analysis of basic standards of program equipment and site and a study of leadership as to qualification and "job analysis". The outcomes, therefore, have been somewhat limited in that they have had to do only with the establishment or modification of attitudes and an understanding of the social significance of camping. Undoubtedly these matters are important but they do not provide sufficient professional training. The student fortified solely by these general courses, cannot contribute much as an actual counselor if she is lucky enough to get such a position.

Three years ago at Winthrop College, Rock Hill, S. C., the first camp leadership course was offered. Concurrent with its appearance came an idea that here might be a vehicle for the provision of a "job experience" for upper-classmen of varying major and professional training so that, having experimented practically with techniques and methods received in college courses, they would, on graduation, be able to offer to prospective employers some definite reference of teaching achievement. Obviously some specific training in camp skills and the methods in the psychological approach must be provided, as well as the means of securing the position.

The leadership course was conducted and, as part of it, the attitude of skill achievement was stressed. A study was made of opportunities for the acquisition of these skills through college courses and extra-curricular club activity programs. An attempt was made to guide students interested in counselor training toward adding "many strings to the bow". An

analysis was made of the campus leadership opportunities and students were amazed to see the training provided by freshmen counseling, YWCA cabinet work, girl scout troop work, and many other passively accepted campus positions.

A system of an expanding camp curriculum was envisioned where specific content material and laboratory methods might be incorporated as the movement grew. Through the placement bureau the best student leaders were placed as apprentices for their first actual counseling experience in camp. Once basic experience was secured, these students were recommended for larger responsibilities.

After three years some desirable results are appearing. During the spring of 1940, about thirty full and part-time positions were filled. The majority of these were in organization camps all the way from Florida to the District of Columbia. Few counselors received any compensation beyond their expenses or a scholarship in a pre-camp training institute. But those students who are back in college for their fourth year have grown in confidence and teaching techniques. Some personality changes are really amazing.

In 1941, there are more than forty students enrolled in the basic core course. This semester the students have been recruited largely from the senior class. Only undergraduates are admitted who either have secured already a definite position for the summer or have an academic ranking high enough to indicate genuine possibilities.

The temporary placement bureau has now been incorporated into the College Placement Bureau as the camping division.

Music counselors are recommended from the senior music students who have completed their practice-teaching requirement; nature and craft counselors are students recommended by the Biology and the Fine Art Departments. Unit leaders and unit assistants emerge from the home economics, elementary education, and sociology majors whose academic training has included personality development, special educa-

tional methods, grooming, program planning, and individual-record study techniques.

The waterfront counselor is trained in the course in aquatics, or in the Red Cross Senior Life Saving and Water Safety Instructors courses. More than sixty students enrolled in these classes, this semester, and there is a reserve of a like number in college at the present time. One elective senior life-saving course is taught entirely by the student instructors under the supervision of the staff member in charge of the college swimming program. Two instructors at a time take full charge of a teaching unit. They lecture, present material, and, at the termination of their unit, hold an evaluation or testing period.

Other courses and extracurricular club activity which provide a variety of recreational training include: The Poetry Club, Writers Club, Astronomy Club, Leadership in Worship, Social Recreational Leadership, Masquers Club, Play Producing, First Aid, Photography, Appreciation of Music, and all the activities sponsored by the Athletic Association.

It is hoped that very soon various departments which now contribute lectures and demonstrations to the camp-leadership course will be persuaded to offer unit-content courses in their own field. For instance, the Music Department might set up for prospective teachers of the elementary age level a course consisting of units on rhythm-band work, group-singing techniques, and homemade instruments. Such courses would not only train students with camp leanings but would provide pre-practice teaching methods for major students in their own department.

The present status of the camp-leadership curriculum is that of an initial attempt, a "toe-hole", as it were. We cannot say yet to prospective camp employers that our counselors are trained, though the swimming counselor is furthest along this training scale. The gamble of recommendations goes on with some very "promising material" petering out on the actual job but more and more favorable comments appear, with fewer deprecations. We have, at best, in our enthusiasm found a direction.

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An inspirator will make almost any campfire burn in almost any kind of weather. It is nothing more than a two-foot piece of rubber tubing such as comes on a hot-water bottle. Slip one end over a three-inch piece of metal tubing of similar size and it is ready to use. Just hold the metal end down to the campfire and blow on the other end. You have a veritable bellows that sets any fire roaring. It isn't to be compared with blowing with the mouth or fanning—it puts the wind just on the right spot where it is needed and puts it there with force. An inspirator coiled up in the cooking outfit is sure to find daily use.

for JANUARY, 1942

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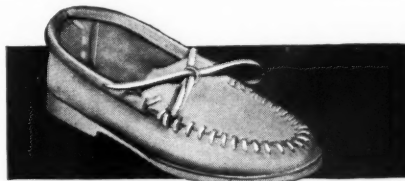
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## Just Off the Press

### Cook It Outdoors

By James Beard (New York: M. Barrows and Company) 200 pages, \$1.75.

A man's book on menus, recipes and cooking instructions for meals prepared in the barbecue pit or outdoor fireplace. It's slanted for the lawn or terrace rather than for the backwoods but it's good stuff for the camper to know.

### A Good Time at Your Party

By Helen Stevens Fisher (New York: M. S. Mill Company, Inc., 1941) 290 pages, \$2.00.

Parties throughout the year, arranged by months, with a couple of chapters on party games thrown in. The author is N. B. C.'s "The Little Lady of the House."

### The Civilian Conservation Corps, the National Youth Administration and the Public Schools

By Educational Policies Commission, E. E. A. (Washington, D. C.: National Education Association, 1941) 79 pages, paper 25c.

The case for a decentralized educational system, controlled by the state and local community, not by the federal government.

### Education and the Morale of a Free People

By Educational Policies Commission, N. E. A. (Washington, D. C.: National Education Association, 1941) 29 pages, paper. 10c.

The nature and importance of morale, and the function of educational institutions in developing it.

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## Campers Serve Their Country

(Continued from page 7)

and a lug-pole the fireplace was completed. It was initiated then and there when the campers cooked their noon meal. After dinner they built a table and benches. Levelling off a space for a tent finished their day's work. Then, a swift gathering up of tools and a brisk paddle back to camp! Talking to the rangers after a day such as this, one realized that their deepest satisfaction lay, not in the mere building of a campsite or landing, but in the service they had rendered to the Park, and through it to their country.

Their enthusiasm was infectious. Their spirit of service began to permeate camp, and soon younger campers showed signs of wanting to do something similar. One group decided they could best serve by improving the Park campsites on our own lake, and by helping to widen the passageway at the mouth of the Madawaska. A younger group tried to carry out the idea of "Service Through Effective Living" and called themselves the Bridge Builders, choosing as their theme the Bridge Builders' song,

"Bridges from man to man,  
The whole round earth to span."

Thus a project, which started out as an answer to the needs of a few older campers, grew until by the end of the summer it included every member of camp.

## Hot-Spots in Camping

(Continued from page 14)

the campers, were the democratic methods used by 10%. One respondent claimed the use of democratic methods by eliminating competitive activity and competitive spirit in the camping program. Another wrote that his camp was planned in advance, but free periods were left when campers could decide by majority vote what they wanted to do. Still another pointed out that older boys could choose activities if they varied their programs.

Most of the answers by representatives of the different types of camps were varied. Only Girl Scout camp directors gave similar answers as they all mentioned individual unit planning except for swimming, eating, sleeping, and special activity planned for the entire camp. In the latter case, these respondents claimed, camper councils played an important part.

The question, "What limitations and difficulties have you found to be inherent in the practice of democracy as you plan your camp program?", was included in the questionnaire to enable directors to express opposition to the recent "all-out" theoretical leanings regarding the use of democratic methods. Many interesting comments resulted. Most often mentioned were that leadership is unaware of the techniques and meaning of democracy, that minimum scheduling is necessary to meet standards of health and safety, that democracy is slow and oft-times inefficient, that campers are immature and unable to accept much real responsibility, and that periods are too short for satisfactory camper planning. One answerer wrote the following statement: "If nineteen boys are in a group, they wish to do nineteen different things. Developing a group mind is arduous, and amateur counselors who have never counseled are unable to master the technique quickly. The short season is over before most of them capture it." Another said, "Campers will stay away from activities unless scheduled for them; they will stay with what they know and will not try something new."

Democratic techniques used in working with youth have been expounded for some time, but the extent of their application appears to be very slight. Nevertheless, though democratic practices have not been assimilated by the camping field generally, at least an effort is being made to use them—notwithstanding the varying interpretations of their use. Much progress has been made during the past decade, and with the present situation giving added impetus, indications point toward a future in which theory and practice on this important matter will be in much closer agreement.

(Note.—In the next issue Mr. Thomas will discuss the remaining three "Hot-Spots" of his study.)



## Frank H. Cheley

Frank H. Cheley died Wednesday, December 17, at his home at Denver, Colorado. For 21 years director of the Cheley, Colorado Camps, outstandingly successful private camps in Estes Park, Colorado, Mr. Cheley was one of the best known and most influential camp directors in America. He was a member of the Editorial Board of The Camping Magazine and Chairman of the Policies Committee of The American Camping Association.

Born February 10, 1889, Mr. Cheley was engaged for many years in Y.M.C.A. boys' work before establishing his Estes Park camps. He was the author of a long string of books and pamphlets for boys and leaders. He was 53. Death came suddenly as the result of a heart attack.

## MONEY-SAVING IDEAS

By  
DAVID S. KEISER

Contribute your money-saving experiences — this column will appear often in THE CAMPING MAGAZINE. Send your contributions to David S. Keiser, Camp Lenape, 7733 Mill Road, Elkins Park, Pennsylvania.

• **EQUIPMENT.**—A camp director, disappointed at the frequency with which 75 cent ping-pong paddles came apart or broke, solved his problem by sawing paddles out of scrap plywood he secured from a neighbor. These improvised paddles cost nothing and last many times longer than the bought variety . . . Needing a new ping-pong net the same camp had its handyman utilize some copper screening for the purpose. By tightening up now and then on the bolts holding the metal (fly) screening the net is always kept taut.

• **KITCHEN.**—One director states that after much experience and experimentation with cleansing agents, soaps, powders, flakes and commercial grease breakers, he finds the best and most economical cleanser for dishes is tri-sodium phosphate. It costs between 3 and 3½ cents per pound in barrel lots. It is the basis of many cleansers packaged under trade names at a higher price.

• **LODGING.**—One camp uses trundle beds (they slide under each other) to provide extra bunkage space in a cabin as becomes necessary.

• **FOOD.**—One kitchen supervisor keeps on hand some small family-size (No. 2) tins of fruits and vegetables to be opened when additional portions—too few to warrant the opening of a No. 10 can—are needed.

• **PERSONNEL.**—In 1941 a Boys' camp manager experimented with four fourteen-year-old campers, or former campers, who quite obviously would not be able to pay tuition in 1942—by giving them part-season full-time jobs as waiter boys and assistant groom. They measured up better than expected—so the camp will have four (15-year-old) employees this summer who will have no draft worries. Some camps are aiming to recall former counselors above draft age. Boy camps, generally, will have women.

for JANUARY, 1942

## BUYERS' GUIDE

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## Winter Camping

*(Continued from page 4)*

6. Develops even more than in the summer—the spirit of independence and doing for oneself, because the child arrives at camp and finds most buildings closed, chef gone, most of staff gone; just a counselor or two and 8 campers to care adequately for themselves.
7. In camps where program is more centralized, this is the best opportunity for intimate acquaintance and close relationship between counselor and camper; sometimes same counselor child had in summer, sometimes a new contact, new friendship between counselor and camper.
8. Opportunity for winter sports—skills which can be used for recreation in the city or out, as camper grows up—new skills which give entree into new social groups.
9. An occasion for singing camp songs with others who know them.
10. Camper brings home new ideas and recipes for new dishes at home—reviews some of last summer—and tries some newly discovered by group on week-end.
11. Campers learn through several trips how to pack a week-end bag with judgement and forethought.
12. Opportunity to learn etiquette of travel by train or bus.
13. It is an occasion for someone from camp to meet parents or someone from home—at the meeting place before and after the trip. (Parent education about camp, and sometimes opportunity to discuss problems of child.)
14. A favorable time to get child's reactions to preceding summer from a more objective and long-time point of view, and clarify questions not heretofore understood about some situation of the preceding summer.
15. Also a convenient time to talk of next summer and sound out child on plans, problems, wishes, and come to a better mutual understanding of where he should be placed in camp for the next season.
16. Winter camping program dove-tails into summer and vice versa:
  - (a) On spring trips, chance to prepare and plant gardens for summer.
  - (b) Begin or continue camp projects—some camp improvement—a bridge—a log shelter—etc. or some indoor mural—etc.

(c) In summer, crafts opportunity for constructing sleds and perhaps crude but adequate skis for winter use.

17. Simultaneously with the school book learning, winter camping offers wide and varied experiences which enable the child to assimilate what otherwise may have little or no meaning to him.

These and concomitant values more intangible but also more far reaching in the lives of youth and their approach to adulthood in a contested democracy can come as a result of the right kind of camping experience prolonged throughout the year and projected into the entire life and education of youth.

In the last decade with camping advancing by strides into its rightful place in the educational world, we are coming not only to recognize its value as a summer supplement to, but its possibilities as an integral part of the entire year-round educational program. How fully can we make use of our campsites and equipment toward the development and training of the youth of America to meet the crises of the present and the problems which democracy must face in the future?

## It Takes Leadership

*(Continued from page 9)*

Our study consisted of more than learning trees, flowers and ferns by name. It was discovering that trees were not all alike; that some insects and birds are protectively colored, that plants have different ways of dispersing their seeds, by wings, by pods and burrs. Just as one meets people and likes them it is convenient and friendly to become acquainted—so when one becomes familiar with the objects of nature, there comes a desire to know more about them.

We again took the trail, but with a new interest. Stops were more frequent and questions more abundant. There were places where we had to haul ourselves up by the roots and branches, and places where we had to go down on our knees to crawl under logs. It was breathless work, but not at all dangerous or difficult. Every step forward was also a step upward; and as we stopped to rest for a moment, we could already glimpse of the lake below us. There was a sudden silence throughout the group.

"What was the rustling noise off to the left?"

"Probably some small creature, a squirrel or rabbit."

"Rabbit stew would be good for breakfast."

"But it sounds louder now, almost loud enough to be a fox—there are no wolves left in the Adirondacks, or at least only a very few. There is certainly quite a heavy footstep prowling around."

"Could it be a bear perhaps?"

I signalled for all to be quiet and lay low. Not

more than fifty feet away stood a white tail doe with her tiny fawn swaying unsteadily on his slender legs. There was a tense stillness while the doe snorted and sniffed the air. She raised on her hind legs, snorted again, and vanished like a flash with her fawn. This was the first real deer the boys had seen on the trip and they were truly thrilled with the event. They had witnessed the keen sense of animal life and the doe's method of warning her young of approaching danger.

The boys soon began to notice and to remark that the character of the woods through which we were now passing was entirely different from that of the lower levels. On these steep places, the birch and maple did not grow. The higher slopes and sharp ridges of the mountain were covered with black timber. The spruce, hemlock and balsam fastened their roots among the rocks, and found hidden nourishment. Beds of moss, many feet in thickness, and softer than feathers, covered the rocks and roots.

When we emerged after the last sharp scramble, upon the very crest of the mountain, we were not shut in by dense thicket but stood upon a bare ridge of granite in the center of a ragged clearing. A soft, dazzling splendor filled the air. Vast sweeps of forest, shining waters, mountains near and far of deepest green and palest blue, seemed like a landscape which could not be duplicated.

Our map was spread out and lined up to the compass. We were ready now to identify the waters directly below. Lower Saranac and Lonesome Pond, Round Lake, Weller Pond appeared almost straight beneath. Every point and island was clearly marked. We could follow the course of the Saranac River in all its curves and windings. Westward was all unbroken wilderness, a great sea of woods as far as the eye could reach. That faint blue outline far in the North was Lyon Mountain, nearly thirty miles away. Upper Saranac was displayed in all its length and breadth and beyond it the innumerable waters of Fish Creek Bay.

But the grandest of all, as seen from this height, was Mount Seward—a giant of a mountain, standing apart from the others and looking us full in the face.

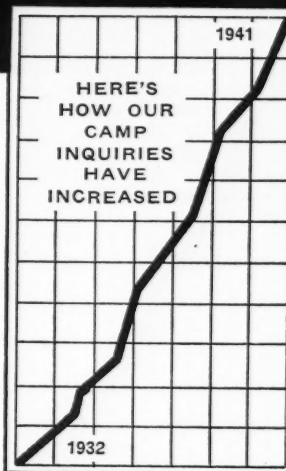
After feasting upon the view as long as we dared, we identified the lakes and streams from almost every point of the compass.

It was now drawing close to noon, and I was eager to see how much longer we could proceed before the boys felt the urge to "feed the inner man." A half hour later, and yet no word had been mentioned about "eats". I introduced the stimulus by constructing a crude sun dial on a moss covered rock and the desired response was unanimous. During lunch, we were busily engaged making plans for the proposed nature museum we had suggested for camp.

The downward journey was swift. We halted from

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time to time to gather new specimens and drink from the trickling springs. Then running, jumping and sometimes sliding, we made the descent in record time.

Zara, some distance ahead, set up a bark and before we could reach her, she came through the brush violently shaking her prey from side to side—a head and a long black tail dangling from her mouth. A three foot black water snake was now an added specimen for our collection. Carefully laying our "finds" in the canoes, we paddled back to camp as the fragrance of the evening meal marked our path. Judging from the conversation at dinner, interrupted only by mouths full of camper's stew, the day was marked with a double star.

Shortly after dark, a huge campfire was blazing. Laid out in orderly fashion, were exhibited the "treasures" of the day—the beginning of the Nature Museum. Dramatic skits depicting the adventures of the hike opened the evening's program. Following, each member told "what he liked most" on the day's adventure. A marshmallow roast, a harmonica duet, together with campfire songs and a game of nature sounds, completed another evening's entertainment.

Our daily visits with the boys lasted approximately ten days. Some of the major programs we initiated



and some of the outcomes resulting are listed:

**Adventure Hike**—a hike to the top of Mount Ampersand. The discovery of unusual things in the nooks and by-ways on the trail. Pictures taken along route, choosing subjects which were important and characteristic. All returned to camp and reported their findings around a glowing campfire.

**Nature Hike**—a contest in identification of grasses, trees, flowers, birds, insects, etc. on nearby islands.

**Sunrise Hike**—a climb to the top of High Island to observe the beauties of an early morning sunrise and to have the fun of preparing a morning breakfast of wheat cakes, sausage and hot coffee, followed by fishing.

**Compass Hike**—conducted with compass. The course carefully laid out in advance and charted on route by boys.

**Moonlight Hike**—a short hike at night identifying stars, constellations and nature sounds.

Some of the outcomes of various programs have already been pointed out as evidenced by the outgrowth of enthusiasm, interest, curiosity and actions of the group. Personally, I feel that the promotion from city picnics to a few weeks camping trip is like going from school to college. The boys learned and retained through actual experience what is impossible to gain of mother nature's complex operations by studying pictures and often meaningless words in textbooks. They also learned that the pitching of tents is a lesson in architecture and that a supper of potatoes, bacon and fried trout is a veritable triumph of culinary art. There is the campfire, the cooking and the smudge fire; not to mention the friendship fire and other minor varieties. Each has its own proper style, and to mix them is false art and poor economy.

I might further state that the natural desire of individuals for hunting, chasing, exploring, and trailing found an outlet through appropriate activity and creativeness at camp as evidenced by:

**Handcraft**—building a nature museum, applying nature designs in handcraft, mounting of specimens, building bird houses, and birch bark articles.

**Collections**—all contributing to a general collection of "treasures".

**Dramatics**—following trips, dramatic skits depicting the adventures of the day. Story telling, taking pictures, keeping diaries, fishing, committees for campfire entertainment and a tremendously rich field of other activities served to open up a new avenue for creative expression.

I believe that a program aimed at developing and satisfying the group's natural interests in nature, helping them to see and appreciate the natural beauty about, lays a basis for the development of a deep love for the out-of-doors and a feeling of "at homeness" in it to which they will turn now and later for enjoyment, inspiration and relaxation.

## WITH OUR AUTHORS

**Arthur H. Desgrey.**—Mr. Desgrey is an instructor in health and physical education, and Administrative Assistant in the Department of Hygiene, The City College of New York. He has been an enthusiastic camper over the years, although never associated with organized camping. His address is City College, 17 Lexington Avenue, New York.

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**J. M. McDonald.**—Mr. McDonald is editor of the Slippery Rock Signal and is a regular contributor to *Saturday Evening Post*, *Esquire*, *Mademoiselle*, *Every Week*, *Scribner's*, *American Sketch*, and the *London Referee*. His address is Craig Building, Grove City, Pennsylvania.

**Richard F. Thomas.**—Mr. Thomas is assistant camp director at the Youngstown, Ohio, Y.M.C.A. Camp. He is a graduate of Youngstown College with a Masters Degree from Springfield College. His article is an outgrowth of his Masters thesis. Although in the army now, mail will reach him at his home address, 151 E. Philadelphia Avenue, Youngstown, Ohio.

**Emily H. Welch.**—Miss Welch is one of the best-known private camp directors in America. She has directed Camp Wabunaki in Maine for over 20 years. She was president of the American Camping Association in 1932-33. She is at present a member of the Administrative Committee of A.C.A. and a member of the Editorial Board of *The Camping Magazine*. Her mailing address is "Sunset Hill" Moores Mill, New York.

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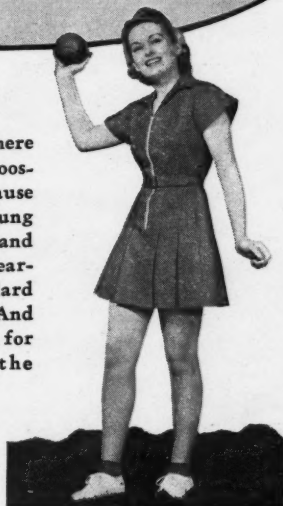
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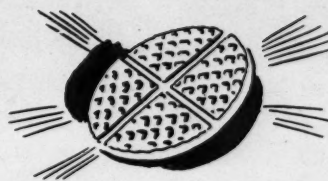


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